

Joint Principles of Assessment

Our approach to assessment:

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners exceed their potential
- All staff are regularly trained in our approaches to assessment
- A member of the School Leadership Team is responsible for assessment
- We have commonalities in approach that allow us to moderate for rigour, continuity and accuracy in all assessment

Method of assessment:

- We assess pupils against assessment criteria which are short, discreet, qualitative and concrete descriptions of what a pupil is expected to know and able to do
- Assessment criteria are derived from each school's curriculum which in turn reflect the National Curriculum
- Assessment criteria are arranged in to a hierarchy, setting out what children are normally expected to have mastered by the end of each year
- The achievement of each pupil is assessed against relevant criteria at appropriate times of the school year
- Each pupil is assessed in relation to nationally agreed age-related expectations (i.e. below, in-line with, above and degrees thereof) ensuring consistency of approach
- Where a pupil is assessed as working above the age-related expectations for their year group, they will also be assessed against the criteria for the next year – children can also be assessed against previous year's criteria where appropriate, thus ensuring an appropriate level of challenge for all pupils
- Assessment judgments are recorded and backed up by a body of evidence created using observations, records of work and testing
- Assessment judgments are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid

Our use of assessment

- Assessment serves many purposes but we agree that the main purpose of assessment is to inform the next steps of learning
- The outcomes of assessment are used to qualify that every pupil has met or exceeded expectations. Teachers and all school leaders analyse data to ensure that pupils identified as vulnerable or at a particular risk are making appropriate progress and that all pupils are suitably stretched
- To maintain rigour, continuity and accuracy, assessment outcomes will be regularly moderated through working with schools across the cluster and other professionals
- Teachers use the outcomes of assessment to summarise and analyse attainment and progress for the pupils in their class and the wider school within the subject that they lead.

Whole school assessment data is used to inform and drive school improvement planning with more stakeholders involved

- Teachers use assessment information and data to plan the learning for every pupil, to ensure they meet or exceed expectations.
- Assessment information is shared in a timely and appropriate way with pupils to help them identify and plan their next steps in learning. Information is communicated to parents formally at least three times a year and informally on a regular basis. Parents receive rich, qualitative profiles of what has been achieved and indications of how they can support their child's learning
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development